

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Goodwood Primary School

Conducted in August 2019



Review details

Our education system aspires to become the best in Australia by seeking growth for every student, in every class and in every school.

The purpose of the External School Review (ESR) is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in government schools.

The External School Review framework is referenced throughout all stages of the ESR process.

This report outlines aspects of the school's performance verified through the review process according to the framework. It does not document every aspect of the school's processes, programs and outcomes.

We acknowledge the support and cooperation provided by the staff and school community. While not all review processes, artefacts and comments are documented here, they have all been considered and contribute to the development and directions of this report.

This review was conducted by Tanya Oshinsky, Review Officer of the department's Review, Improvement and Accountability directorate and Linda Weetra and Pam Thompson, Review Principals.

Review Process

The following processes were used to gather evidence relating to the lines of inquiry:

- Presentation from the principal
- Class visits
- Observation of team meetings
- Document analysis
- Scan of Aboriginal Education Strategy implementation
- Discussions with:
 - Governing Council representatives
 - Leaders
 - Parent groups
 - School Support Officers (SSOs)
 - Student groups
 - Teachers

School context

Goodwood Primary School caters for children from reception to year 7, and includes a Child Parent Centre (CPC). It is situated 4kms from the Adelaide CBD. Enrolment has increased over the last 5 years and in 2019 there are 490 students. Enrolment at the time of the previous review was 384 students.

The school has an ICSEA score of 1123 and is classified as Category 7 on the Department for Education Index of Educational Disadvantage.

The school population includes one Aboriginal student, 3% students with disabilities, 33% students with English as an additional language or dialect (EALD) background, two children/young people in care and 6% of families eligible for School Card assistance.

The school leadership team consists of a principal in the sixth year of their tenure, a deputy principal, an assistant principal, a numeracy coach, a technology and communications coordinator and a preschool coordinator.

Previous ESR or OTE directions were:

- Direction 1** Provide intellectual challenge and improve learner achievement through building task design that is purposeful and enables students to think critically and apply learnt strategies in varying contexts.
- Direction 2** Implement intervention and support systems that are intentional and targeted to student needs, through a review of current processes in place to plan, document and monitor student progress.
- Direction 3** Design tailored learning design opportunities that are responsive to students' needs and based on analysis of data, through building teacher capacity to plan and implement differentiated teaching and learning.
- Direction 4** Develop student ownership and allow students to monitor and assess their learning; build on the existing student voice review to identify and implement teaching strategies that provide students access to criteria for success and targeted feedback.

What impact has the implementation of previous directions had on school improvement?

There is clear evidence that there has been explicit attention to the previous directions at Goodwood Primary School (GPS). Significant professional learning since the last review has been an impetus for change, supported by structures within the school that have fostered a strong culture of learning and improvement, which is genuinely valued by staff.

Deep analysis of data and the exploration of high yield strategies have increased the school's focus on stretching student outcomes. Data continues to inform the improvement journey and there is increased ownership by teachers in using data to inform practice.

At the time of the review, literacy is the main priority in the improvement journey, with a focus on writing. In previous years, a dedicated focus on numeracy, supported by partnership priorities and a maths coach, has resulted in improved results which is evidenced in data. During the same time, there has also been significant focus in developing student influence within the learning environment.

Leadership have a clear vision for improvement at GPS. Leaders and staff know that there is continuing work to be done with respect to the previous directions, and that building consistency in proven effective pedagogical practices across all classrooms is paramount.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

How effectively does the school monitor and enhance its improvement strategies and actions based on their impact on student learning?

Collaborative processes facilitated during the student free day in term 4 2018 provided staff with the opportunity to collectively interrogate data through key questions. Gaps in student learning and possible actions to address learning needs were identified, forming the Site Improvement Plan (SIP). Processes provide teachers with clarity about the goals and challenges of practice and their work within them. While the SIP identifies literacy and numeracy as its priorities, the school maintains a third goal around inquiry. Leadership positions and newly formed Professional Learning Communities (PLCs) have been strategically aligned to the 3 goals.

Alignment between PLCs, staff meetings, team meetings and performance development processes, ensure focused attention on SIP actions, information flow and the collective responsibility of teachers to continuously improve and reflect on practice. PLCs and team structures are highly valued by teachers as increased opportunities for collegiality and collaboration and additional release time supporting this. Professional learning is targeted to the SIP and includes support staff and preschool teachers, ensuring all staff have the same knowledge and understanding with regards to the schools' priorities.

Through team meetings, teachers work collaboratively to improve their practice and build consistency across classes. Teachers are confident to observe one another and external providers, coaches and leaders have worked alongside staff to build capacity. Agreed assessment schedules ensure teachers collect data throughout the year, and data conversations about student achievement and next steps occur regularly at team meetings. Team representatives on the PLCs provide two-way information, which also facilitates self-review processes that are a PLC responsibility.

Teachers are passionate about current priorities and see themselves as learners within this new work. The panel found consistency across some classrooms and pockets of exemplary practice. Regular self-review processes that ensure actions are having desired results in all classrooms would be further enhanced by all staff being involved in review processes that inform them of their individual impact on student growth. There is also an opportunity to foster stronger links between classroom programs and student support.

Direction 1 **Ensure daily stretch and challenge for all students by building consistency and congruence in the delivery of programs and high yield strategies across the school which are regularly self-reviewed to maximise the impact on student outcomes.**

EFFECTIVE TEACHING AND STUDENT LEARNING

How effectively are teachers using evidence-based pedagogical practices that engage and challenge all learners?

At the time of the review, the current priority in writing was clearly evidenced in classrooms walkthroughs. While the panel had little opportunity to see evidence of students working in other curriculum areas, observations confirmed significant traction in implementing identified SIP actions, since the beginning of the year. Students articulated to panel members that improving writing was a priority of the school and demonstrated a high level of language and understanding of many aspects of functional grammar.

Core programs have been implemented as platforms for consistency and improving outcomes for students. 'Talk for Writing' in the early years was specifically chosen to address the oral literacy needs of young students and is followed in the primary years by 'Seven Steps for Writing'. Finding congruence in the

language between these two programs and scaffolds that enable students who are at different stages in their learning, to access the program that best meets their needs, is currently under discussion. All students are individually tracked against a GPS writing rubric designed around the learning progressions, and in some instances students are involved in this assessment.

Most classroom learning environments were found to provide powerful scaffolds for students to be self-reliant in improving their own writing and students could demonstrate to the panel how they use different scaffolds for different purposes. While at various levels of implementation and depth, the panel found solid evidence of learning intentions, using data to inform learning, success criteria, feedback and goal setting across the school, to support student ownership in their learning. There was less evidence in teacher adeptness in rich task design that enables all students to reach higher levels of learning. Developing proficiency in the implementation of each of these high yield strategies is continuing work for the school.

Direction 2 **Ensure stretch and challenge, in particular for higher band students, through consistent implementation of rich task design that includes high yield strategies such as learning intentions, success criteria and using learning progressions to benchmark learning and plan forward with students.**

EFFECTIVE TEACHING AND STUDENT LEARNING

To what extent do teachers ensure that students have authentic influence in their learning?

There has been clear attention over time at building student agency at GPS. Students proudly spoke with the panel of their current 'changes for community' project in which they have taken the lead in and developed community partnerships. Through the focus on inquiry, it is evident that students collaboratively plan and make decisions about their learning.

Students are highly articulate about their learning and have positive dispositions of themselves as learners. Students could speak about how they improve their writing over several stages and could identify their growth over time. Some students described how they assess their own learning, engage in peer assessment or conference with the teacher. However, this did not necessarily lead to goal setting. Most students had goals which ranged from being very broad to highly specific. There was also variation in the regularity of monitoring learning goals.

Recent school review processes have led to the introduction of 'green slips' that describe the learning, achievement and next steps for individual students. These green slips provide regular communication between the school and parents. The panel found that when students had a more active role in discussing what was to be included in the green slip, their 'next step' often became their learning goal. Current teacher practice in using learning progressions, rubrics and green slips, was seen by the panel as being the logical next steps for regularly involving students in these processes, which would enable them to benchmark their own learning and improve explicit goal design.

Effective feedback is closely linked with goal setting. Teachers at GPS are mindful of providing constructive feedback to students that informs the learning. They are also aware that feedback as a 'two-way' process is an area for development. Feedback from students to teachers about their learning would provide further insight into how teachers can refine their planning as well as teaching to cater for individual students. Building student understanding of what they know and what they need to know, will build student ownership and their ability to become active participants in the teaching and learning cycle.

Direction 3 **Further strengthen student influence by developing student capacity to become co-constructors of their own learning through assessing their own learning, setting and monitoring SMARTAR goals and ensuring constructive feedback is a two way process.**

Outcomes of the External School Review 2019

The panel observed significant evidence of a positive and professional learning culture at Goodwood Primary School. Staff are collegial, dedicated professionals who continue to strive for improvement regardless of the strength of student achievement. Students, parents and staff all indicate their satisfaction with the school and its priorities. The school's current priority in writing is well embedded and student ownership in improving their own work was clearly evident. Many of the current strategies being implemented are providing a strong foundation for the continuing work in the school's improvement journey. The panel found that a high level of trust exists between all stakeholders and the school's community spirit is deeply valued.

The principal will work with the education director to implement the following directions:

- Direction 1** Ensure daily stretch and challenge for all students by building consistency and congruence in the delivery of programs and high yield strategies across the school which are regularly self-reviewed to maximise the impact on student outcomes.
- Direction 2** Ensure stretch and challenge, in particular for higher band students, through consistent implementation of rich task design that includes high yield strategies such as learning intentions, success criteria and using learning progressions to benchmark learning and plan forward with students.
- Direction 3** Further strengthen student influence by developing student capacity to become co-constructors of their own learning through assessing their own learning, setting and monitoring SMARTAR goals and ensuring constructive feedback is a two way process.

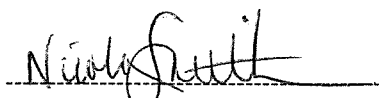
Based on the school's current performance, Goodwood Primary School will be externally reviewed again in 2022.



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GOVERNING COUNCIL CHAIRPERSON

Appendix 1

School performance overview

The External School Review process includes an analysis of school performance as measured against the Department for Education Standard of Educational Achievement (SEA).

Reading

In the early years, reading progress is monitored against Running Records. In 2018, 71% of year 1 and 90% of year 2 students demonstrated the expected achievement against the SEA. This result represents a decline for year 1, and an improvement for year 2, from the historic baseline average.

Between 2016 and 2018, the trend for year 2 has been upwards, from 80% to 90% respectively.

In 2018, the reading results, as measured by NAPLAN, indicate that 89% of year 3 students, 82% of year 5 students and 90% of year 7 students demonstrated the expected achievement under the SEA. For years 3, 5 and 7, this result represents a decline from the historic baseline average.

For 2018 year 3, 5, and 7 NAPLAN reading, the school is achieving within the results of similar students across government schools.

In 2018, 66% of year 3, 52% of year 5 and 44% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3, this result represents little or no change from the historic baseline average.

For those students in 2018 who achieved in the top 2 NAPLAN proficiency bands in reading, 77%, or 23 out of 30 students from year 3 remain in the upper bands at year 5, and 57%, or 12 out of 21 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2018, the numeracy results, as measured by NAPLAN, indicate that 91% of year 3 students, 82% of year 5 students and 85% of year 7 students demonstrated the expected achievement against the SEA. For year 3 this result represents an improvement, for year 5 this represents little or no change, and for year 7, this represents a decline, from the historic baseline average.

Between 2016 and 2018, the trend for year 7 has been downwards, from 96% to 85% respectively.

For 2018 year 3, NAPLAN numeracy, the school is achieving higher than and for years 5 and 7, is achieving within the results of similar groups of students across government schools.

In 2018, 55% of year 3, 30% of year 5 and 46% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 3, this result represents an improvement from the historic baseline average.

Between 2016 and 2018, the trend for year 3 numeracy has been upwards, from 41% to 55% respectively.

For those students in 2018 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 67%, or 10 out of 15 students from year 3 remain in the upper bands at year 5, and 64%, or 9 out of 14 students from year 3 remain in the upper bands at year 7.

